Northwest Territories Education

Annual Report 1986

Hon. Dennis Patterson
Minister

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Introduction

As Minister of Education, I am answerable to the Legislative Assembly, and ultimately the people of the Northwest Territories, for the quality of our education system.

I believe that my Department is beginning to be successful in responding to the particular needs of the N.W.T. students, while at the same time maintaining standards equal to any education system in Canada.

The recommendations arising from the Special Committee on Education in 1982 were so far reaching and unique, the danger of them not being acted upon seemed great in the minds of many. But, as this report documents, over the past four years the Department has acted faithfully upon a large majority of them.

Last year's Task Force on Aboriginal Languages emphasized the need for more aboriginal language instruction. It is gratifying to be able to say that many of the Task Force's recommendations concerning education were already Departmental priorities. The Task Force's work provides us with renewed direction and impetus in pursuing our goals in aboriginal language education.

For the immediate future, my Department will carry on with current initiatives. The evaluation of programs, systems and results is becoming an ever more important feature of Department activity. We are striving not only for academic excellence to the highest level possible, but also to increase employment opportunities for people, by offering them essential and practical skills in demand in the job market.

Education's most significant development to date must be reversing the historical practice of concentrating education services in the larger centres.

Modern, well equipped schools are being built in many communities and more schools are planned. Secondary grades are introduced wherever the numbers of students make it possible and where community support is evident. Our new staffing formula will assure that a school in the smallest community operates with the same teacher/student ratio as schools in the largest town. And we have further intentions of using a similar formula for the schools' operations and maintenance budget, which will allow students everywhere in the N.W.T. equal access to educational materials and program support.

The Arctic College Act, passed at the fall session of the Legislative Assembly, provides for adult education as recommended by the Special Committee on Education and the Ninth Assembly. The Arctic College is also another good example of our commitment to a decentralized, flexible system. The new Act establishes the College as an independent institution responsible for managing day to day administration and planning its own growth and direction. The new College campus in Inuvik this year, and another to be started in Rankin Inlet in 1988, is firm evidence of the expanded role Arctic College will have in higher education in the future.

Many of the changes I have mentioned would not have been possible without the support of representatives elected to Local Education Authorities. The Department supports LEAs and community leaders working together to discuss education matters on a regional basis. We get constant feedback on all matters, from policies to classroom workbooks. I have attended many regional meetings in all parts of the N.W.T. as well as with community LEAs, and I sense a much stronger commitment to education. We are now tackling and overcoming longstanding problems, such as attendance.

A considerable number of communities have already requested the implementation of compulsory attendance legislation. The remarkable improvement in attendance in every region has as much to do with the renewed interest parents have in their child's education as it has with public discussion of the legislation.

Working in partnership with the communities has proven effective. The Department will continue consulting parents and encouraging local control of education so that the future directions and goals outlined in this report will be achieved with the involvement of everyone.

Dennis Patterson,
Minister

The Year in Review

In the early eighties, I had the privilege of working for the Special Committee on Education whose recommendations were adopted by the Legislative Assembly in 1982. Since then, the question most asked has been 'When will the Department of Education implement the recommendations?'. When I returned to my job in Manitoba, I did not expect to be back in the N.W.T. four years later to answer that question.

A majority of the recommendations have now been acted upon. This year, two more were completed; the recommendation concerning the Centres for Teaching and Learning now established in Fort Simpson, Fort Franklin, and Eskimo Point; and a Policy Directive on Special Needs, followed through with a full program for special needs students being introduced into the schools.

Most of the recommendations yet to be completed hinge on the establishment of Divisional Boards of Education. The Baffin Divisional Board of Education, created in 1985, is running smoothly and should take over more responsibilities in the coming year. As well, next year should see a number of additional Boards formed, in both the Eastern and Western Arctic.

The amount of time it takes to set up a Divisional Board is simply a question of how much time the elected members in the communities want to take to get themselves together and prepare themselves to run a multi million dollar organization.

Recognizing this, the Department has created a new division called School Operations, which will be responsible for supplying education authorities with whatever level of support they might require, and to help them over the early stages of becoming Divisional Boards.

Aboriginal Languages is another area requiring more time. More classroom instruction is the ideal. But that can't happen without properly structured programs and teaching materials in the hands of bilingual teachers in the classrooms.

The Language Centres in the Centres for Teaching and Learning will be important producers of aboriginal language curriculum materials. Three centres opened their doors this year; three more are expected to be operational next year. The work of all these centres will be coordinated by a newly organized section in the Department, one which will guarantee a high profile for aboriginal language instruction in the future.

Another major area of growth called for by the Special Committee was the strengthening of services to adults through an Arctic College system. This year has seen the legislation passed which will govern the whole college system, and elsewhere in this report there will be notes on the college's activities.

Now that the majority of the Special Committee's recommendations are well under way, I hope we will be able to give ourselves the time to review and evaluate what has taken place over the past four years, and to consolidate and strengthen all our programs.

Joseph L. Handley,
Deputy Minister

Department Report: Schools

Schools Branch is responsible for defining the education program from Kindergarten to Grade Twelve within a complex multilingual and multicultural setting. This includes the assessment of needs, program and learning resource development, plus associated research, policy, evaluation and training required to support successful implementation. The Branch also has the responsibility for divisional board development, centres for teaching and learning, and student residence programs.

School Programs

Because the Department does not have the human resources to develop a full N.W.T. curriculum from Kindergarten to Grade Twelve, a decision was made some years ago to concentrate the Departmental effort on K-9 programs, and to borrow a reputable provincial high school program which suited our needs and followed on in a comfortable fashion from our K-9 program.

This past year, a Ministerial Accord was formally signed between N.W.T. and Alberta. Through this accord the N.W.T. has formally adopted the Alberta high school program as the basis for our own program, and Alberta has assured continued support and assistance with the program, including the accreditation of courses developed by the N.W.T. The Department will have access to services from Alberta's curriculum branch, learning resources centre, computer system for student records and their central support services branch.

Within the K-9 program area a strong effort has been made to complete a full language development unit for science, for implementation in 1987.

One portion of the total development of a health program, the alcohol & other drugs program for elementary grades K-6, has been fully pilot tested and will be in schools for use in early 1987. Other units of the health program such as personal well-being, family life and safety are still undergoing development and testing.

Aside from core curriculum there are practical courses offered as alternative programs in some communities. These are designed with local industry and business in mind, emphasizing employment experience and training.

The Community Occupational Program combines classroom instruction and on-the-job experience with parents, employers and teaching staff working together to implement the program. The Senior Practical Program offers more classroom training and practical skill development in subjects ranging in scope from the Home Maintenance Program, to the two year Senior Practical Program in Tourism and Hospitality being introduced by the Keewatin Regional Education Centre.

High school evaluations have already begun with the cooperation of Alberta Education. Evaluation teams will examine Grades 10-11-12 in N.W.T. schools to see whether the schools and the programs are meeting the needs of the students, and to ensure that they are being taught in a manner satisfactory to the Minister and education authorities. Revisions, to meet specific course needs not presently being served, may be made following the evaluations.

High school courses in the Northwest Territories
beginning September 1986

	Grade 10	Grade 11	Grade 12
Pond Inlet	•		
Pangnirtung	•	•	
Frobisher Bay	•	•	•
Cape Dorset	•		
Clyde River	•		
Igloolik	•		
Rankin Inlet	•	•	
Inuvik	•	•	•
Fort Simpson	•		
Hay River	•	•	•
Pine Point	•	•	•
Fort Smith	•	•	•
Yellowknife	•	•	•

Arrangements have been made for superintendents from the N.W.T. to join up with superintendents in Alberta in the evaluation of selected Alberta schools and programs. These superintendents will return to the N.W.T. and use similar strategies in evaluating N.W.T. schools and programs. September 1988 is the date set for any revised programs to be introduced into the N.W.T. as a result of the evaluation.

A complete and formal review of Vocational Programs is being carried out in Inuvik, Frobisher Bay, and Yellowknife, after which the Minister will decide on the role of the high school in delivering trades oriented courses. The success of the Alternative Programs offered in the communities indicates a demand for more employment related education. Attendance in the Community Occupational Program and the Senior Practical Program is higher than in the mainstream programs in some communities.

Recent graduation figures show that the education system in the N.W.T. is beginning an upward trend. The proportion of students graduating from Grade Twelve over the past three years has increased by 15 percent. Guidance counsellors are working very closely with the teachers and administrators to encourage more students to finish high school with a Diploma, preferably at the Advanced Level.

Language and Culture

Language and Culture is the Department's newest division responsible for all the aboriginal language instruction in the schools. There are seven Dene and Inuvialuktun languages in the Western Arctic, and three Inuktitut dialects in the East.

The division has operated as a unit since September and bilingual program specialists have been hired to work in each of the languages. Their main function will be developing aboriginal language programs, gathering language materials, and coordinating their use in the schools. The specialists will also be working closely with the Language Centres in the Centres for Teaching and Learning to be established throughout the N.W.T.

Three such Centres have already been set up in Fort Simpson, Fort Franklin, and Eskimo Point. At the Fort Simpson and Fort Franklin Centres, three people will be employed in GNWT staff positions; a director, a teacher education program coordinator/field supervisor, and a language specialist. The Department has signed an agreement with the Inuit Cultural Institute to run the Language Centre at Eskimo Point using I.C.I. employees.

In the next fiscal year, additional language centres have been planned for the Dogrib, Inuvialuktun and Inuktitut language areas. Smaller scale language centres are planned for Fort McPherson and Fort Resolution.

The language centres will serve as a base for language curriculum and materials development in the regions, permitting greater opportunities for local language experts to become involved.

A cultural enrichment program has been prepared by the Eskimo Point centre and work is progressing well on the development of Inuit and Dene Studies programs for secondary schools.

The Centres will also be heavily involved in training bilingual teachers through the field-based teacher education program being offered through Arctic College. Headquarters will give direction and policy to the centres, identifying school curriculum needs, and acting as a clearinghouse for the work done in the regions.

This last task should be made far easier through the use of a computer network connecting the language centres and headquarters, providing instant access to information and communication in Dene and Inuit language fonts.

School Operations

School Operations, previously part of the Department's School Programs section, was created last September after the Department's senior management meeting in Bathurst Inlet.

Through those discussions it became obvious that the steady evolution of education in the N.W.T. has raised new and complex issues, demanding different types of operational support than the existing organization could effectively provide.

The School Operations Section is dealing with these issues by researching and developing policies, defining roles and relationships between Boards and the Department, and conducting workshops and offering training in the regions and communities, all tasks which require continual consultation and communication between everyone involved. Workshops and information sessions were provided for the Kitikmeot, Deh Cho, and Dogrib divisional board working groups during the year.

The School/Community Counsellor Training Program is a recent issue of great interest to communities concerned about school attendance. Communities accepting implementation of the Compulsory Attendance Legislation can ask for a School/Community Counsellor to work with teachers and parents on solving attendance problems. In January 1987, an estimated 15 training positions will become available in a one year training course, which will continue as more communities ask for counsellors.

Long term professional development for principals, promoting effective educational leadership, is another responsibility of School Operations. The end result will be a standardized accreditation system leading to Principal Certification in the north. To initiate the training program, workshops are being provided by specialists in educational leadership to all principals during the year.

Other miscellaneous duties fall into the School Operations section, such as administration of funds for the student travel and exchange programs and French language programs, and gathering and developing aboriginal language reading material through an innovative computer network.

As new programs involving the School Operations section are implemented and integrated into the schools' administration, new issues will be tackled in the same way, providing the Department with a valuable and flexible tool for effectively meeting the demands of an evolving education system.

Special Needs Education

In March of 1982, the Special Committee on Education called for improved special needs education in the N.W.T. This included children with physical disabilities, learning disabilities, and gifted children. In the past, many of these children had to go south to get special education, or else stay in schools not equipped to give them the necessary support. The main thrust of the Special Committee's recommendations was for students with special needs to be integrated into the community schools, where trained teachers would provide them with education programs designed for their individual needs.

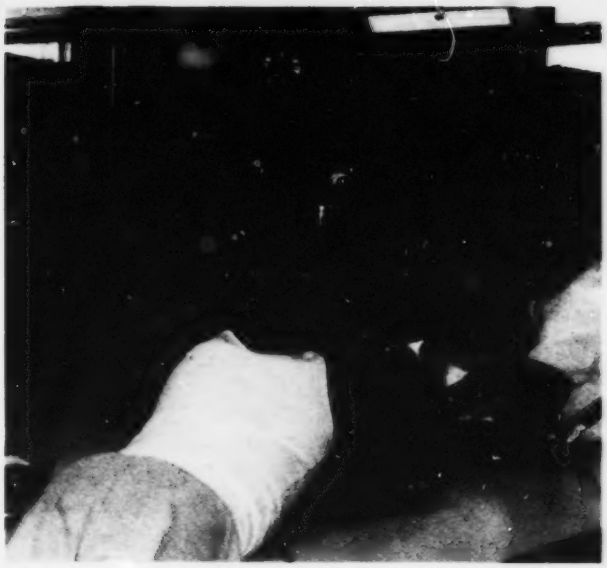
This past year the Minister of Education issued a directive with specific guidelines which fully reflect the spirit and intent of the Special Committee's recommendations.

The Special Needs Directive states that each child identified as a Special Needs student would enter into an Individual Education Program (I.E.P.) with the consent and participation of parents. This program would describe the student's strengths and weaknesses, outline long term and annual goals, set target dates for achievements of objectives, identify special resources, and suggest instructional methods, materials, and strategies, taking into account the student's cultural background and language. School principals, classroom teachers, special needs teachers, special needs assistants and parents will form I.E.P. teams in each community school. Special Needs Coordinators/Consultants will work with Regional Superintendents to coordinate special needs activities at the regional level. A territorial special needs coordinator is responsible for all special needs education policies, programs and finances in the N.W.T. under the direction of the Assistant Deputy Minister. Interagency committees at the territorial level and regional level, will mobilize all departments so all government resources and services are used to the best advantage.

Individual Education Program Register forms distributed to each school yearly, will collect specific, confidential information on the level of services required by special need students.

Individual Education Plan Outlines have been distributed and completed on pupils with severe and moderate needs and the information has been submitted to the Department and included in the N.W.T. Special Needs Register. The register will be used as a budget planning document.

During 1986/87, a total budget of $2,529,000 and 26.5 person years will provide for individual special needs programs. Most Level 1 children (students with very significant needs) are being educated in their home communities. Only a minimum number of special needs students remain in southern institutions. Several gifted students are also receiving assistance.



Moose Kerr School, Aklavik

Next year, efforts will be made to increase the budget significantly, to move one step closer to a budget level that will allow the Department to comply fully with the Special Needs Directive. This will mean more special needs teachers and assistants, and more training for those involved in special needs education.

Media and Information Services

Increased public involvement in education has created a greater demand for education information and northern publications.

This year the Department produced fifty-five publications, ranging in subject matter from Slavey number books to northern curriculum materials and policy directives. All learning materials, including film and video, are distributed through a network of education resource centres located in the major communities and regions of the N.W.T.

Certain education issues call for high profile public information campaigns, using print, radio, and television. A good example was the compulsory attendance legislation publicized on C.B.C. North, in brochures, and through the Department's own publication *Education Focus*, which is distributed bi-monthly to all LEAs, schools, community governments, and MLAs, among others.

Thirteen out of twenty planned radio programs, dealing with specific issues such as local control and attendance, have been produced and are available for broadcast to the general public. The Department is also involved in supporting northern publications and projects produced privately by outside individuals or agencies, whether the subject matter is a book on Inuit Legends or a bibliography of native studies.

Future Directions

This year the Department will be concentrating on two areas: evaluating, reviewing, revising, and fine tuning the more established programs, with an emphasis upon content, delivery, and staff training; and carrying out commitments made in the past year.

- In keeping with the Department's overall goal of developing more effective schools, all existing and future principals will receive training in effective schooling. Successful completion of the training program will lead to principal certification. Superintendents will be encouraged to take the same training, in the interests of maintaining a consistent approach to schools administration. Steps will also be taken to free principals from some classroom duties so more of their time can be devoted to supervising program delivery and evaluating staff.

- To determine exactly what students must be required to learn, a review will be done of the skills, concepts, and content contained in the core curriculum, with special attention paid to making sure the topics are culturally relevant and free from bias regarding race and sex.

- Special attention will be devoted to both English and aboriginal language programs, including research into problems encountered by students at the primary and intermediate levels.

- High school grades will be extended in community schools, when resources permit, and where communities meet established guidelines. The Department expects to add grades beyond the Grade 10 level in several such communities.

- Several new Divisional Boards are expected to be established this coming year. As LEAs become prepared to accept the responsibilities of Board status, more Divisional Boards will be set up whenever resources permit.

- The Department will continue with alternative programming where communities identify a need. There are already plans to pilot a new alternative program teaching students land skills as a way of life.

- Three additional Centres for Teaching and Learning and planned for establishment in 1987-88.

- A computer network is being designed linking the Department with all regional offices, resource centres, schools, and Centres for Teaching and Learning. This system promises to provide a fast means of information sharing that will revolutionize interdepartmental communication, and allow access to major repositories in southern Canada. It will also be capable of communicating in syllabics, which should have a major impact upon curriculum development in the aboriginal languages.

Department Report: Advanced Education

The Advanced Education Branch is responsible for adult training within the GNWT and for the public. In 1986, In-Service Staff Development Programs were developed with a view towards certification and potential delivery by Arctic College. Communication links between Arctic College and Advanced Education have been strengthened to ensure all agencies involved in training take advantage of existing resources.

Program Development & Evaluation Adult Training

Testing of the N.W.T. Adult Basic Education Program (adult grades 1-9) began across the Northwest Territories on September 1, 1986. The experience gained during this academic year should highlight the changes required to make the program truly reflective of the needs of adult students.

In the meantime, developmental work is underway on the final phase of the Adult Education Program for grades 9-12. This will likely be implemented in September of 1987.

The Staff Development Program was revised to develop training programs for public servants in areas such as financial orientation, contract administration and management development, resulting in a training program which meets government staffing needs while again establishing links to the Arctic College system.

Resources in this section were increased to provide specialized support to departments for training native people hired through the government's Equal Employment Program. This allows for a level of specialist support previously unavailable to departments, and should have significant impact on their ability to meet Equal Employment objectives.

Student Grants and Loans

Student enrolment in Post Secondary Education programs almost doubled from 332 in 1981, to 590 in 1985, with a further increase to 710 in 1986. Postgraduate enrolment rose sharply from six students in Masters Programs, and one student in Doctoral Studies in 1982, to 44 Masters and 16 Doctoral enrolments in 1986.

There is a growing trend for students to commence studies at various times throughout the year, as opposed to the traditional fall semester commencement date, and regional Student Financial Assistance Boards now meet at least four times during the year to assess financial assistance requests from students.

As of November 21, 1986, 688 students were being sponsored by the Department of Education. Of these, 182 are native, with 54 native students attending university, and 128 enrolled in technical studies. Forty-two native students in the technical schools, and six in the universities, are in their graduating years.

The Government of the Northwest Territories came to an agreement with the University of Manitoba to reserve two seats each year for N.W.T. native northerners in the Special Premedical Studies Program. This program will let native northern students compete for seats in programs such as medicine, dentistry, or pharmacy. Further, the GNWT will reserve up to three positions in the faculty of Medicine each year so that space will be available for native northerners qualifying for admission.

The Student Financial Assistance Regulations have undergone a significant amendment. Changes were made to streamline the regulations, reduce complexity, and respond to audit observations.

Employment & Apprenticeship N.W.T. Apprenticeship Program

The N.W.T. Apprenticeship Program has been in existence for over 20 years. Enrolment peaked in 1982 at over 600 apprentices, but due to a general slowdown in the economy, particularly in the mining and construction sectors, enrolment decreased to just over 300 in 1984, before recovering to its present level of 375.

The program currently has 36 designated trades. Aircraft Maintenance Engineer was a new trade added in 1986. Negotiations between the Department and NorthwesTel resulted in seven N.W.T. apprentice Communication Electricians, including a female apprentice, being rehired in 1986 after they were laid off due to economic circumstances.

The recent introduction of the new Business Licence Bylaw by the city of Yellowknife, which requires businesses in certain trades to employ certified journeymen, caused a 400 percent jump in the number of persons applying to write journeyman examinations. In 1986, the total number of examinations issued was approximately 600, placing a heavy work load on apprenticeship field staff in Yellowknife.

A joint study by the Federal and Territorial government on apprenticeships to be carried out this winter, and scheduled to be completed by March 31, 1987, will

focus on funding structures, costs to the employer, apprentice, and governments, participation by women, and the difficult question of compulsory apprenticeship. The study should lead to a more equitable and effective program to train skilled northerners.

GNWT Staff Development and Training

In 1986, over 75 percent of all staff training courses were delivered by northern businesses. Up to October 31, 1986, more than 90 courses were conducted for the Territorial Government staff for over 800 employees. University extension courses are also offered to employees in locations where universities are prepared to operate. As an example, six employees have graduated from the university of Alberta Supervisory Development Program. A further 35 are enrolled and expected to graduate in the next two years.

Education and Short Term Leaves are becoming important for staff development, particularly for native employees. Currently 21 staff are attending universities and colleges across Canada, 12 of whom are native. For 1987-88, an additional $400,000 will allow native people greater access to the leave option.

A major vehicle for bringing native people into the Territorial Public Service is the Government's In-Service Training Program. An additional 50 person years and $2,000,000 has been injected into this program, responsible for the 107 trainees on staff, 93 per cent of whom are native northerners. Eleven more positions are in the process of being filled. The program enjoys a 75 per cent success rate, and trainees are now working in all regions and in most Government departments and agencies.

The In-Service Apprenticeship Program is showing similar levels of participation with 72 apprentices in training, 73 percent of whom are native. This program has a 79 percent success rate allowing native and long term northern residents to take trades training under the supervision of government journeymen.

The Department of Education contributed in a very significant way towards the success of Expo '86, by supplying training for the pavilion staff, employee travel and removal, and full and part-time counselling support.

Employment Development

The Canada Employment and Immigration Commission served notice in 1985 of their intention to withdraw financial support from the lower level academic upgrading programs, and to reduce the level of support for the direct purchase of training through the Arctic College system. It remains to be seen just what impact this reduction will have on college programs at the community level.

Discussions are ongoing with the consortium awarded the communication contract for the North Warning System. At this time, 10 post-graduates of the electronics program at Arctic College will enter prerequisite training for four months, before taking further specialized training leading to employment with NorthwesTel and the North Warning System.

Work continued on the development of the N.W.T. Labour Market Information System, which involves the Department of Education implementing an information system at the regional level for job referral and placement. The N.W.T. Statistics Bureau will contribute to the information system by coordinating sector studies, labour force surveys, and business inventories, data required for the effective planning of education and training program.

Future Directions

- Program development work on adult grades 10 to 12 will be ready for implementation in September of 1987.
- A needs analysis will be conducted within the GNWT to set the groundwork for a new comprehensive training strategy for GNWT staff.
- The Arctic College Heavy Equipment Operator Training Program at Fort Smith will be evaluated during 1987.
- A Management Training Program for government managers will be developed and implemented by the fall of 1987.
- Student Financial Assistance rates will be reviewed during the year to determine whether changes are required to make loans and grants for the N.W.T. students more in line with those available in other provinces and the Yukon.
- Employment Development Programs will be enhanced during 1987 with the expansion of the Training-on-the-Job Program, and the negotiation of an agreement with the federal government to provide innovative support mechanisms for people on social assistance unable to find employment.
- Affirmative Action Programs have been significantly expanded for 1987, to permit the hiring of up to 50 additional in-service trainees, as well as the provision of education leave for 10 to 15 native employees to improve their academic levels.
- Continuing Education Programs will be reviewed to determine whether they can reasonably be transferred to Arctic College to give more continuity to the delivery of Adult Education Programs.
- A joint review of the N.W.T. Apprenticeship program will be undertaken by the Department and the Canada Employment and Immigration Commission to determine future levels of funding support and to evaluate program effectiveness.

Baffin Divisional Board of Education

The Baffin Divisional Board of Education, the first of its kind in the N.W.T., has been in operation for over a year, and has experienced no major difficulties taking on its new responsibilities.

The Board, made up of elected representatives from Local Education Authorities in Baffin region communities, has an operating budget of 3.7 million dollars under its direct control. It employs over 300 people in its 16 schools, 12 adult education centres, and at the Divisional Board administration office. The Board is presently seeking further control over all personnel functions, which could encompass a budget of $13 million.

New school buildings added to the roster last year were in Resolute Bay and Sanikiluaq. Five more new schools are expected to be built in the next five years.

Schools

One hundred and fifty-one teachers work with over 2900 students in the Baffin Region.

Thirty-two of those teachers are delivering courses in Inuktitut. Thirty-nine classroom assistants support the teaching of Inuktitut language and cultural programs in the schools, and it is certain with the success of the Eastern Arctic Teacher Education Program, more classroom instruction will be in Inuktitut in the future.

Programs in the Baffin Schools are supported by a team of four consultants, who visit schools and adult education centres on a regular basis to provide assistance, encouragement, and expertise. Six program support teachers are also developing programs to meet the needs of students in the communities of Arctic Bay, Pond Inlet, Clyde River, Cape Dorset, and at Nakasuk School in Iqaluit.

The improvement of the Inuktitut programs is a major Divisional Board goal. There is a need for more resource materials and books if the Inuit students are to read and write fluently in their own language. In addition, the Board is stressing the importance of speaking, reading, and writing in English to develop literacy. French programs are also expanding in the Division.

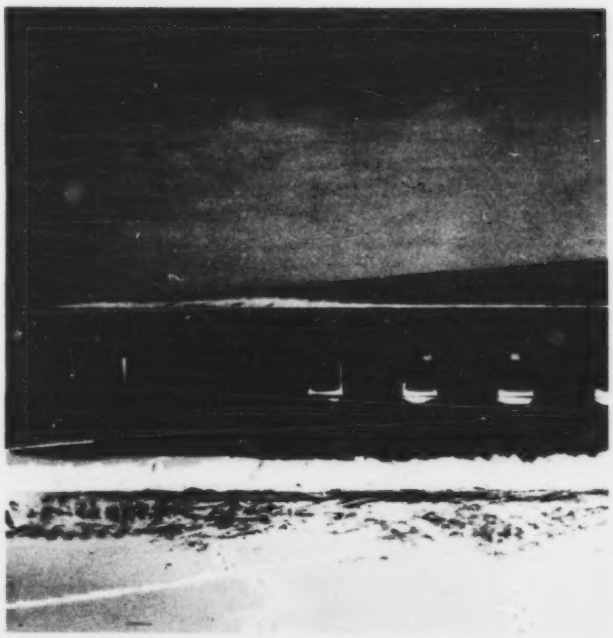
Two Special Needs Consultants and fifteen Special Needs Assistants work with teachers in offering programs to special needs students, who are fully integrated into the schools.

Community Occupational Programs have proved popular as well. The program is offered at Gordon Robertson Education Centre, Iqaluit, and in Pond Inlet and Pangnirtung schools. In Resolute Bay the program is a joint venture between the school and the adult education centre.

A full range of high school courses is presently only available in Iqaluit but the Divisional Board is committed to developing high school programs in all communities. Kindergarten to Grade 10 is available in Pond Inlet, Cape Dorset, Igloolik and Clyde River. Pangnirtung offers up to Grade 11. The Board is hoping to expand Grade 10 programs and offer Grade 11 in several more communities in the next school year.

Twenty-one students successfully completed Grade 12 at GREC last year. Over 70 percent of those who started Grade 12 at GREC obtained their Grade 12 diplomas. The results for this coming year should show even greater improvement, as more of the students strive for advanced academic standing.

School attendance is a high priority. The Board believes that by offering high school in all communities many young people will be encouraged to stay in school, and students who dropped out of high school in the past may return to give education another try.



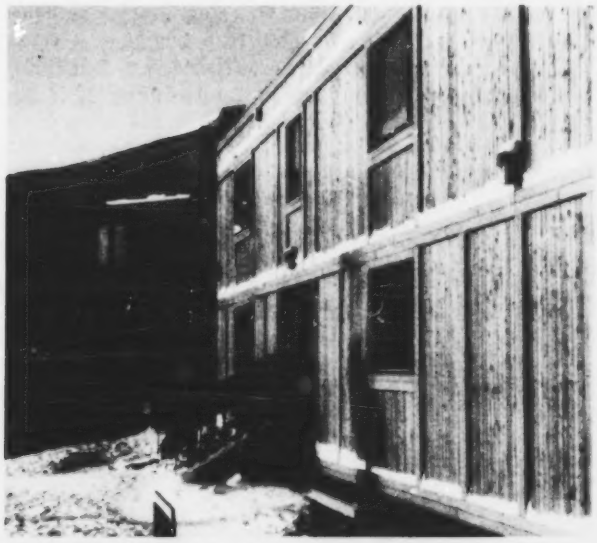
Sanikiluaq School

Advanced Education

Considerable expansion has occurred in Advanced Education over the last four years, and adult programs are now offered in all communities.

Most of the in-service training conducted in Iqaluit was for management and administration. There were eight positions filled in a Management Trainee Course also offered in Iqaluit.

As of October, there were a total of 78 apprentices in the Baffin region: 24 with the private sector; 19 with the GNWT; and 35 registered with the Sanivik Housing Maintenance Program. Twenty-eight registered heavy equipment apprentices are working toward Journeyman Certification through the process of Trade Qualification.



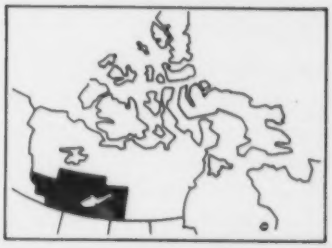
Arctic Bay School

Resolute Bay School

Recently graduated from the Apprenticeship Program were two Heavy Duty Mechanics, six in Housing Maintenance, one Plumber/Gasfitter, one Motor Vehicle Mechanic, one Millwright, and one Carpenter.

Thirteen Adult Educators, three Home Management Educators, and one trainee were responsible for offering over 200 programs to almost 2500 adults during last year. A new adult basic literacy curriculum will be implemented in the new year.

Fort Smith Region



Schools

In 1985 the Fort Smith Region identified certain goals for 1986 — improved attendance, high quality curriculum, and more community involvement in education.

Curriculum development is progressing well, especially in the area of aboriginal languages. Student teachers are being trained for native language instruction, and a Slavey language specialist position has been established in the new Centre for Teaching and Learning in Fort Simpson. The centre will work closely with the Arctic College teacher education program in the areas of staff and curriculum development. Plans also call for establishing a Centre for Teaching and Learning in the Rae/Edzo area.

All seven students enrolled in the new Grade 10 program in Thomas Simpson School successfully completed their year. Enrolment increased this year to 11 students. And for the first time, students from Lac La Martre have completed Grade 9 and gone on to high school in Yellowknife. Attendance is up in the settlement schools, particularly in Fort Liard. Many LEAs are also looking at the government's compulsory attendance legislation as a way to get the attendance figures up even further.

Administratively, to improve the effectiveness of schooling, in-service workshops for principals on the theme 'Principaling the Effective School' are being organized. And the Rae/Edzo School Society has commissioned the preparation of a five-year development plan for the community. The study is to be completed early in 1987.

Two new school buildings opened their doors, one in Nahanni Butte, the other in Snare Lake. One school was lost to the region when the Tungsten Territorial School was closed because of the mine shut-down. The school has been left fully stocked and furnished, should the mine reopen in the near future.

Advanced Education

The new Training-on-the-Job program has created a lot of interest in the private sector, with 14 trainees established throughout the region.

The Job Entry Program for young adults on the Hay River Reserve, funded by CEIC and hosted by the Hay River Dene Band, has also been well received by the Hay River business community. The program is a combination of academic upgrading, work experience, life skills, driver training, and safety education. It is anticipated that other communities with appropriate work experience sites will also consider this new program option.

Classroom Assistants in the communities are entering the field-based teacher education program offered by Arctic College. Arrangements have been made for those who need upgrading to attend adult education classes. Classroom training for these CAs is scheduled to begin in Fort Simpson in January 1987.

LEAs in Fort Smith, Hay River, Fort Providence and Snowdrift, have formed adult education sub-committees. In communities that have adult educators, the Department's regional staff and Arctic College representatives held well attended meetings to discuss how adult educators might work within the college system. The meetings also provided the opportunity for more discussion on the role adult education should play in communities.

Special Needs

Last year's workshops on special needs policies and procedures gave LEA members a good understanding of the Special Needs programs in their schools, and the benefit of their knowledge is being felt this year. There has been a noticeable increase in the registration of level one special needs students in small communities, each needing specialized programs.

To carry out this kind of community based programming, all available resources have to be used. Two Special Needs Consultants have been added to regional staff to assist with programming in schools. The interministerial agreement with Alberta Education has allowed access to the assistance of other specially trained personnel. A major professional development session, using the services of resource professionals from Ontario, was held to orient principals and other administrators to an organizational development method complementary to the Special Needs Directive.

LEA Development

Communities understand the advantages of local control of education. While new LEAs are being formed, already established committees and societies are looking at the benefit of divisional board status. Community interest in local control of education is definitely on the rise.

The Department approved a funding proposal from the Deh Cho Regional Council to investigate the merits of a Divisional Board for the Slavey communities of the Fort Simpson area.

In the Dogrib region, the Dogrib Tribal Council has assisted the LEAs in developing their plans for a Dogrib Divisional Board.

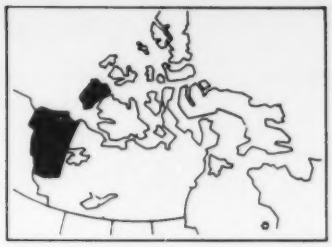
Communities in the South Slave area have been active as well. Hay River is studying the feasibility of a full Board of Education, as are other communities in the area.

The Fort Simpson Education Committee is preparing to become an Education Society beginning in 1987/88 and, after a seven year absence, the Education Committee was re-established in Fort Liard.

It is expected that audit funding will be extended to Education Societies later this year. The professional audits will permit the Societies to refine their administrative practices. Recently, all the Societies have been able to computerize their offices, making possible higher standards of financial accountability and more efficient preparation of correspondence, minutes and reports.

An important goal for the future is to introduce LEA members to more program development and review. Through workshops such as the one held in Hay River last November involving senior administrators, principals, regional special needs consultants, southern experts, and LEA representatives, it is hoped LEA members will become familiar with the best current thinking in curriculum development.

Inuvik Region



Schools

Schools in the Inuvik Region serve a diverse people. Of the total population of 8,200, 31 percent are Dene (Slavey, Loucheux), 28 percent are Inuvialuit, 7 percent Metis, and 34 percent of other ethnic extractions.

Presently, 11 communities offer a K-9 program, while grades 10-12 are offered in Inuvik for all students in the region. Colville Lake, located just north of Great Bear Lake, remains the only community without a school, although one is scheduled to be built in 1990-91.

A 900 m^2 addition to Chief Tselihye School in Fort Good Hope was completed in December, more than doubling the size of the school. Besides providing additional classroom and office space, the expansion allows room for a resource centre and facilities for Industrial Arts and Home Economics.

Two major areas are being emphasized in all school programs: a strong academic core and a sound cultural program promoting personal development, and the strengthening of links with family and culture.

Pertaining to both concerns, particular attention is paid to Language Arts. Regional staff members, with the assistance of program staff from Yellowknife, have provided two items for use in Grades 7-9 Language Arts. One is a student writing folder and the other, entitled 'Mad Trapper of Rat River', is a literature unit based upon the 'whole language approach'.

Great Grandfather Ayah School in Fort Franklin continues to use Slavey as the language of instruction in Grades K-2, and nine of the eleven other schools in the region offer second language instruction in Inuvialuktun, Slavey, or Loucheux. The Fort Franklin Centre for Teaching and Learning will soon be providing curriculum materials to support Slavey language and cultural programs in schools in the Sahtu area.

At Samuel Hearne Secondary School the Senior Practical Program in home maintenance, started in 1985, was very successful and a second class was started this year. The need for another different SPP is being assessed. At Mangilaluk school in Tuktoyaktuk, a community occupational program has been underway since September.

School staffs and LEAs have worked together to introduce a number of other programs and activities into the schools.

Inuvik's Sir Alexander Mackenzie School offers a student safety program for vehicles and firearms, as well as a preventative program on child abuse. All schools offer a variety of extra-curricular activities in areas such as sports, crafts, and drama. Through the fundraising efforts of students, parents, and school staff, 36 students from Norman Wells Territorial School, and 31 from Mangilaluk School in Tuktoyaktuk, went to Expo '86.

Evaluation of school programs is essential for determining their effectiveness. In May, an evaluation of the Moose Kerr School in Aklavik was completed. Evaluation of the practical arts programs at Samuel Hearne Secondary School is underway, and initial planning has started for a March, 1987 evaluation of the Grade 6-9 programs in Fort Good Hope and Tuktoyaktuk.

As a direct result of the implementation of the Department's Special Needs Directive, only three students remain in southern school and foster home placements. All other special needs students are receiving help in their home communities. To ensure resources are shared evenly throughout the region, special needs assistants are being used extensively. Currently, 14 special needs assistants are providing one-to-one or small group assistance to 75 students in various communities. As funding increases, special needs teachers will be placed in the larger schools.

Lucy Jackson, Chairperson, Inuvik Region Education Committee

Advanced Education

Many of the activities of Advanced Education in past years were geared toward employment programs related to the oil and gas industry. Since that industry's downturn, attention has been centred on training and preparation for employment in other areas of the economy.

Full time upgrading courses are being offered in seven communities. Basic Office Procedures classes are available in five communities, and a Clerk/Receptionist course is underway in Inuvik. Also in Inuvik, a Public and Business Administration course, which started last November, is the first course to be offered at the new Arctic College campus.

A number of communities are offering night-school programs. Career Development workshops have been conducted in Fort Good Hope and Fort Franklin, with another planned for Fort Norman.

Ten training-on-the-job proposals are being processed and eight others have been approved. Six GNWT in-service trainees are working in various government departments, and five more positions are being staffed. There are six government apprentices, 34 more apprentices in the private sector, and 29 people have applied for trades qualifications.

Post secondary financial assistance was approved this past year for 143 Inuvik Region residents, 60 per cent of whom were native northerners.

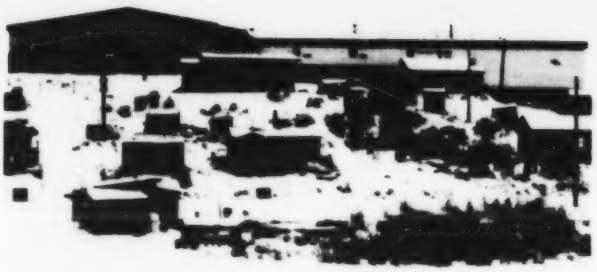
LEA Development

The Inuvik Region Education Committee (IREC), since its formation in 1983, has become an effective vehicle for both discussion and decisions on educational issues in the region.

IREC administers the Home Management program funds with the LEAs in nine communities. Of continuing interest to IREC is the establishment of the Arctic College campus in Inuvik, the administration of the Grollier Hall student residence, and the expansion of the senior practical program at Samuel Hearne Secondary School. IREC will be working closely with the superintendent and others to curtail the increasing abuse of alcohol by students.

The development and strengthening of individual LEAs is continuing as four education committees in the region prepare for Society status.

To date, LEAs in Tuktoyaktuk, Inuvik, Aklavik, Fort McPherson, Fort Franklin, and Fort Good Hope have decided to implement the government's compulsory attendance legislation.



School Extension, Fort Good Hope

Residences

There are two student residences in the Inuvik Region, one in Fort Good Hope, and the other in Inuvik.

The Fort Good Hope hostel has a capacity of 12, mainly accommodating students from Colville Lake.

Grollier Hall in Inuvik, which usually houses 100 to 120, accommodates students from the region attending Grade 10-12 and Senior Practical programs at Samuel Hearne Secondary School.

Improvements made to both hostels over the year have resulted in attractive, functional, and comfortable facilities. Grollier Hall has completed the second phase of its four phase renovation project.

The Catholic Church, under contract with the GNWT, has operated Grollier Hall since it opened in 1959. The Church has given notice it will give up the contract in June 1987. Father M. Ruyant, who has been in charge of the residence for the entire period, will have completed 28 years of distinguished service.

Keewatin Region

Schools

The seven Keewatin Region schools are steadily advancing toward a future of full service bilingual education, with the Keewatin Regional Education Centre (KREC) in Rankin Inlet, leading the way.

The groundwork for bilingual education began when regional program consultants met with all the local education authorities to outline proposals for a comprehensive approach for the delivery of primary and elementary programs in Inuktitut and English.

In August 1986, close on the heels of the previous year's introduction of the Grade 10 program, KREC began offering Grade 11 in both the advanced and general high school diploma, a step which paves the way for the introduction of Grade 12. That same August, Baker Lake and Rankin Inlet began offering community occupational programs to local students.

January 1987 will see the launching of a new two year Senior Practical Program in tourism at KREC, a direct response to the generally recognized potential of the tourism industry in the region.

Education Societies in other communities have expressed strong support for having secondary school programs in their own schools, and current plans target August 1987 for starting Grade 10 programs in Baker Lake and Eskimo Point.

Special Needs programs continue to have a high priority, especially in the area of community based services and the development of individual education plans. The majority of schools have special needs assistants for specific pupil needs.

The Keewatin report card, developed under the directions of the Keewatin Regional Education Authority, stresses the reporting of accurate grade placement and a standard measure of student achievement, with provision for each school to insert their own information on the student if they feel it is needed.

Advanced Education

In 1986, the Employment Development Section concentrated on employment support. During the first eight months of the year, more than $600,000 went into the Keewatin in job creation and training programs, funding that came from such sources as the Canadian Job Strategy, and the Indian Community Human Resource Strategy Program.

Various Arctic College programs were offered in the region, including Guide Training Level 1, two Carpentry courses, Business Management courses, two Heavy Equipment courses, two Basic Office Procedure courses, a Housing Maintenance course, and Adult Basic Education courses.

The re-introduction of the GNWT's training-on-the-job program assisted the hiring of six trainees into positions leading to full-time jobs.

Over 145 Keewatin residents received job referrals through the Employment Development section, with 50 being placed in the construction industry, and 25 in other types of positions. The section also promoted employment opportunities at the N.W.T. pavilion at Expo '86. Of the 64 residents applying for the pavilion positions, 18 were successful.

Five full-time upgrading programs are now being offered in the Keewatin region, and arrangements have been made through Canada Employment funding to have Arctic College offer upgrading programs in the remaining two communities.

Adults not qualifying for the full-time academic upgrading program can take advantage of other basic education programs offered at the adult education centres. Special interest programs, tutoring, and career counselling are also available at all centres.

In the fall, the first adult educator's conference in over eight years was held in the Keewatin. The first two days, representatives of the Territorial Adult Basic Education Committee presented the new guidelines and testing procedures to be used in all centres. The remaining three days were practical work sessions which provided an opportunity for input in regional plans, new information for the communities, and orientation for other topics.

Eleven in-service apprentice positions are funded by the GNWT in the region. Carpenter apprentice Simeoni Tatty, Rankin Inlet, and heavy duty mechanic apprentice Hugh Tunnuq, Baker Lake, received their journeyman certificates in 1986.

Several heavy duty equipment operators received their journeyman certificates and nine more are ready to write the exam.

More than 25 people are registered in the housing maintenance trade course, and there are 17 persons in in-service trainee positions in the region.

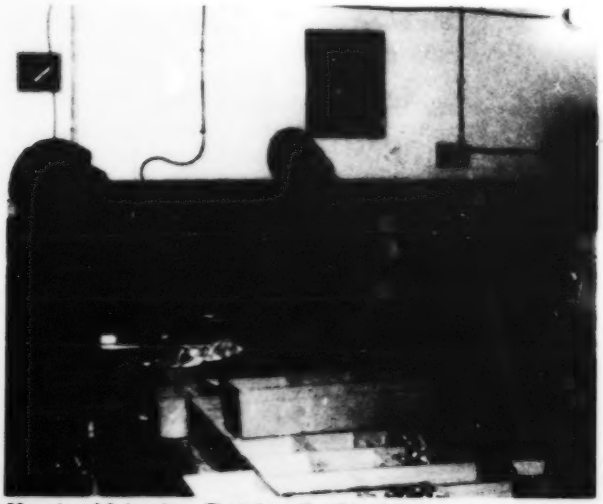
Six of the trainees are enrolled in Arctic College programs, while two others will complete their training this year before moving into permanent positions. One is Jack Anawak, who will become the executive director of the chamber of commerce. The other graduate is Valerie Nipisar, who will join Government Services as a computer operator.

LEA Development

The Keewatin Regional Education Authority (KREA) is drawing closer toward Divisional Board status, aided in its steady growth by the newly hired KREA Coordinator.

Also providing assistance to KREA and all the region's LEAs is the new LEA Development Officer, who is both bilingual and experienced as an LEA Chairperson, allowing for both training and the flow of information to members in Inuktitut.

All LEAs are involved in directing schools and adult education programs in their communities, and have begun performance appraisals of their principals, adult educators, and secretary-treasurers, in conjunction with the Department of Education.



Housing Maintainer Training, Rankin Inlet

Audits were performed for the LEAs this year and the Keewatin LEA Bookkeeping System, after some final adjustments recommended by the auditors, has been fully implemented in all communities. To compensate for the recent turnover of LEA members, orientation sessions will be held with the LEAs at the beginning of the 1987 calendar year.

Future LEA development will concentrate on Chesterfield Inlet and Whale Cove and, upon request, the two communities will be assisted by the Department to achieve Society status.

All LEAs will be encouraged to continue developing policies for their schools, adult education centres, and their own offices, and the Department will answer any calls for assistance.

Kitikmeot Region

School Programs

The Kitikmeot Region suffered a temporary setback last September, when the Grade 10 programs in Coppermine and Cambridge Bay did not go ahead as originally planned. At that time there was an insufficient number of students, but recent attendance figures suggest the problem will be solved in the near future. There is still a lot of interest in the high school programs for Kitikmeot schools, interest in both a regional high school, and the delivery of high school courses at the community level when the number of students calls for it.

Kitikmeot school attendance figures for 1985-86 were the lowest in the N.W.T. at 74 percent. Through the cooperative efforts of the regional office, the LEAs and field staff in the communities, the figure for overall attendance has risen to 81 percent.

More significantly, the two schools with the poorest attendance in 1985-86, made the most dramatic improvement this year. The number of non-attenders for the region's schools, 77 per month last year, has been cut in half, to 38 per month this year.

Raising attendance levels even higher remains a priority. Continued improvements in this area, together with a further reduction in the number of non-attenders, should result in more regular student progress, as well as more Kitikmeot students being prepared to attend high school at an earlier age.

The LEAs are doing their part in dealing with the attendance issue. Five of the six community LEAs have passed resolutions supporting the compulsory attendance amendment to the Education Act. Coppermine is already using the services of a community counsellor trainee as a liaison between the school and parents.

A new report card developed for use during 1986-87, will give both students and parents a detailed and accurate picture of school progress. Attendance and community feedback to the department will be greatly improved as parents come to understand better their children's achievements in the classroom.

Recognizing the role the school environment plays in keeping the students interested in education, the department is in the process of identifying the training needs of all school staff. Appropriate training will ensure teaching of a consistent quality and effective leadership and administration. A training session focussing on the 'effective school' theme was held for principals last fall and more training sessions are planned for this spring, involving both principals and special needs staff.

Another success story from the region is the Community Occupation Program. Cambridge Bay had its first graduating class from the program last June. Most of the graduates have either found employment or are continuing on with their studies through Adult Education. Other Community Occupation Programs are being run in Gjoa Haven and Coppermine.

The new Helen Kalvak School in Holman officially opened August 29, 1986. In Pelly Bay, the new Kugaardjug School should be finished early in 1987 and open for business before the end of the current school year. In Gjoa Haven, plans for the new stand-alone addition to the Kerkertak School have been approved and construction is set to begin in mid-1987.

Holman Island School Foyer

Kitikmeot Regional Education Council, 1986. Left to right: Amy Etibloena, Cambridge Bay, Member; Jean Epakohak, Holman, Vice Chairperson; Dan Harvey, Coppermine, Member; Dennis Lyall, Spence Bay, Chairperson; Sam Inaksajak, Pelly Bay, Member; Jimmy Kinqut, Gjoa Haven, Member; James Eetoolook, Spence Bay, Member.

Advanced Education

Daytime Adult Education classes were held in five communities during 1985-86 and, for the first time, all six communities offered upgrading classes. Education Societies manage the program's funds and view it as essential for the education of adults in the region. Enrolment in the classes averages 20 per community and attendance figures at 79 per cent were even higher than those achieved in some Kitikmeot schools.

A new pilot program in Adult Basic Education is being introduced in all adult education classes. It is intended to allow each student to progress at a reasonable rate in their academic studies. Adult Basic Education programs also provide a solid link to programs offered by Arctic College.

Arctic College offered several extension courses in various locations. Basic Office Procedures and Hospitality (Food Services) were two courses offered in Cambridge Bay; Carpentry and Basic Job Readiness Training in Pelly Bay; and Basic Office Procedures in Coppermine.

The region has maintained an average of 10 GNWT apprentices and 20 GNWT in-service trainee positions throughout 1986. There are also 18 apprentices in the private sector. It is anticipated that the training program will expand by approximately 15 percent during 1987 to accommodate training needs resulting from the decentralization of three GNWT departments to Coppermine.

A special training program was established in April 1986 with the cooperation of several GNWT departments. Graduates of the Basic Office Procedures course were given two months of on-the-job training with different departments, after which they were offered appropriate positions.

Special Needs

Special needs education has received particular attention in the Kitikmeot. Only one special needs student attends school in the south while all others have been successfully integrated into the mainstream classrooms.

Two full-time teachers and one part-time have been hired to help deliver the special needs program in three communities. A regional consultant has been hired, as have nine special needs assistants to help with program delivery in five communities.

LEA Development

The Kitikmeot Regional Education Council has been operating for over a year now, dealing with such issues as student attendance, student progress, regional report card development, the Arctic College development plan, and high school/junior high programs.

Last October, KREC members set April 1, 1988 as the target date for assuming Divisional Board status. Steps have already been taken to allow KREC to assume some Board responsibilities before the end of 1987.

Meanwhile, the Coppermine Education Committee achieved Education Society status on September 1, 1986, completing the transition successfully.

The Holman Education Committee has submitted a petition for Education Society status effective April 1, 1987. If Society status is granted, five of six Kitikmeot communities will be operating at the Education Society level.

Yellowknife Education Districts

Yellowknife Education District No. 1

Yellowknife Education District No. 1 administers four schools through an independently elected seven member Board of Education. The District's annual budget is $7.7 million. Approximately 25 percent of revenue comes from individual and corporate tax payers within the city of Yellowknife. The balance of revenue is in the form of an operational grant from the Government of the N.W.T. The District provides a public education from Kindergarten to Grade Nine for 1245 students, with a teaching staff of 85. Student attendance for 1985-86 averaged a healthy 93.6 percent.

Mildred Hall Elementary School and J.H. Sissons School both offer Kindergarten to Grade Six. William MacDonald Junior High offers Grade Seven to Nine. The rapid development of the Frame Lake South subdivision created an urgent need for more school space. A temporary solution was found in a four portable classroom complex, which accommodates children attending Kindergarten to Grade Three. The portable classroom complex is situated on the proposed site of the new elementary school now in the design stages, targeted for opening in January 1988.

In addition to regular programs, Mildred Hall School has a program for gifted students while J.H. Sissons has a French Bilingual program beginning at the Grade Four level. William MacDonald Junior High continues both programs for students in Grade Seven to Nine. Efforts by the district are ongoing to expand and improve the Special Needs Programs, Computer Programs, Bilingual Programs, and individualized instruction. As an annual measure of student progress, all students from Grades Three to Nine are given the Canadian Achievement Test. This past year's test results show the Yellowknife students scoring higher than the Canadian average.

Early in 1986, as a part of the District's evaluation program, a survey was distributed to the students' parents. The results showed a high degree of parent satisfaction among the 471 families who replied to the survey. School administrators were seen by parents as available, responsive to concerns, good managers and effective leaders.

While parents supported the range of programs offered in the schools, they also expressed a need for programs to deal with alcohol and drug abuse, family life, and birth control. Other comments reflected a desire for more information about school policies, programs, and evaluations. Negative comments referred to homework (too much or too little), discipline (too lenient), detentions, and bussing. The survey results will help schools plan their objectives for the next school year and parents will receive regular information about school plans, special events, and programs.

In the coming year, the Board will continue to pursue a jurisdictional change to allow Sir John Franklin Territorial High School to come under the control of a publicly elected Board of Education.

Yellowknife Separate Education District No. 2

Yellowknife's three Catholic Schools together teach Kindergarten to Grade Twelve, with an emphasis upon spiritual, intellectual, physical, social and emotional development.

An elected seven member board controls the schools' policy. Administration of the schools is carried out by a Superintendent of Education, a Secretary-Treasurer, and support staff of two.

The Yellowknife Catholic School trustees will host the annual spring convention of the Alberta-Northwest Territories Catholic School Trustees Association in March 1987. Some 400 trustees from Alberta are to arrive in Yellowknife.

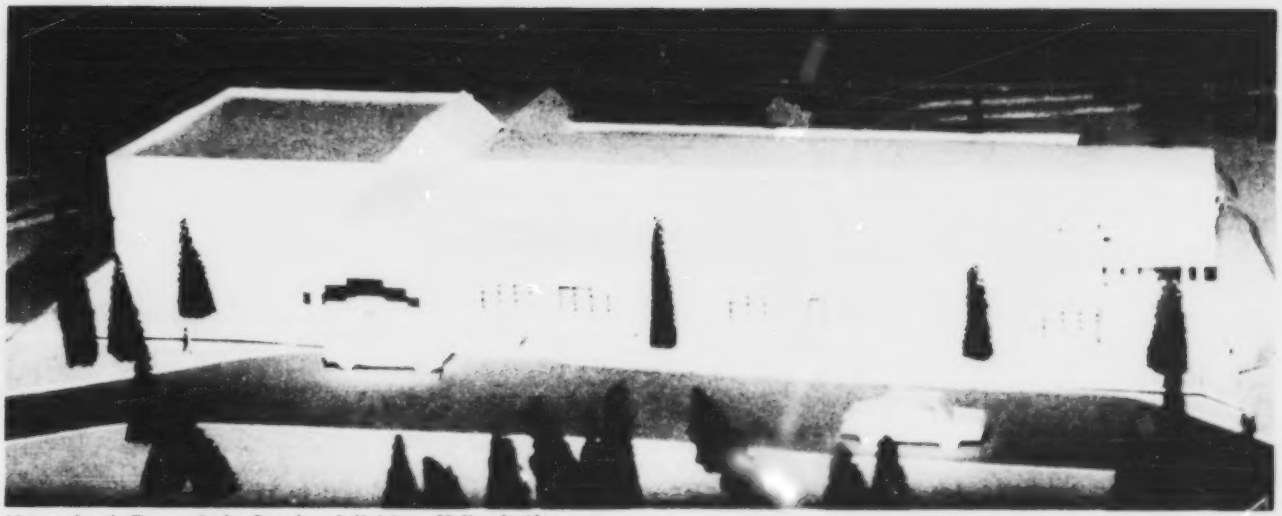
St. Patrick Elementary School has 200 students in Kindergarten to Grade Six, taught by a staff of fourteen.

St. Joseph's School has a larger enrolment of 380 with a staff of 22. The school's Kindergarten to Grade Eight is fairly consistent with St. Patrick Elementary. Major differences would be the two Junior High years at St. Joseph and the French Immersion it offers up to Grade Four.

St. Patrick High School, on the same site as the Elementary School, has 250 students. Sixteen staff teach Grade Seven to Grade Twelve. It is an Alberta accredited high school.

These three schools are all modern with gymnasiums, library resource centres, applied arts centres, and computer centres.

Parents play a large role in the schools, not only in special religious celebrations, but for the day to day transportation of students to outside activities. They



New school, Frame Lake South subdivision, Yellowknife

also lend their special parental skills during activity days and participate on the Parent Advisory Councils.

New programs in the Catholic Schools have gone in various directions. In recent years, the School Board has been concentrating on special and remedial education. There are now five full time teachers and one working part-time in special and remedial programs.

The Catholic Family Life Health Education Programs are taught up to Grade Six. Kindergarten and Grade One programs were introduced in the 1984-85 academic year, Grades Two and Three in the fall of 1985, and Grades Four, Five and Six in November 1986. The program's teachers work closely with the Education Department's Family Life Consultant, and the School Board's own Catholic Family Life Health Coordinator.

Many new and revised programs of Religious Education will be offered at all grade levels in the future. The new Grade One and Two programs are well underway and the revised Grade Three Program was introduced this past year. The Grade Four and Five level programs are under revision and discussions have begun on the development and implementation of a new program at the Junior High Level. The program introduced in the high school, based on the Alberta Consortium, was very well received this past year.

Four years ago the School Board initiated the French Immersion Program at St. Joseph's School. Last year the Board evaluated the program and subsequently agreed to extend the program up to and including Grade Six. Further evaluation will be done to decide whether the program should be extended into the Junior High grades.

In September 1985, a Cooperative Education Program was introduced. The program is designed to assist students entering the work market, through a combination of Life Skills Courses, Work Experience, and Adult Education.

Yellowknife Education District No. 4

Approximately one third of the students enrolled at Sir John Franklin Territorial High School are from such far away communities as Coppermine, Gjoa Haven, Rankin Inlet, as well as communities not so far away such as Rae Edzo. The other two thirds of the students are from Yellowknife.

Accommodating the needs of such a diverse student body while providing quality academic education is the challenge facing both the Department of Education and the Sir John Franklin staff. Their success is seen in the 97 graduates last year, 31 of whom were from outside Yellowknife.

The major emphasis at Sir John Franklin is on the academic program leading to graduation with Alberta credits, but students also have the choices of a Vocational Preparation Program, Automotives, and Business Education.

Department of Education tests in Grade Nine, as well as an evaluation given by the student's home school, assist students in selecting their best placement in Grade Ten. Students who don't have sufficient English language skills to succeed in a regular Grade Ten program have two options. They can take a Grade Ten Preparation class for one semester, or take English as a Second Language, a credit-earning, two-part program which offers the specific skills needed for English 10.

Students with serious learning difficulties may be admitted to a two year program designed for special needs students. Modified for each individual student, the program stresses life skills, development of employable skills, and personal growth.

Arctic College

Arctic College is embarking upon a comprehensive five year plan, that will result in a unified and autonomous college system, adapted to the needs and circumstances of northern people.

The government's Arctic College development plan, now in the hands of the Executive Council, calls for major expansion.

Sally Grosstete, presently a Mechanics student at Thebacha Campus in Fort Smith, was awarded a $600 CN scholarship for women.

Doug Bye, Mechanics student at Thebacha Campus in Fort Smith

Secretarial Arts student Penny Chase, Thebacha Campus, Fort Smith

The Fort Smith Thebacha campus, a well established institution in the Western Arctic, is undergoing structural changes to make it more effective in educating northerners. The Iqaluit Campus is in its second year as part of Arctic College and has quickly gained credibility in the Eastern Arctic. Two new diploma level programs will be offered in 1987.

A new Arctic College campus in Inuvik was begun in 1986 and will be enlarged in 1987, and another campus will open in Rankin Inlet in 1988. These, with the two program centres, one already existing in Yellowknife, the other to be opened in Cambridge Bay, will complete the physical expansion. Additional responsibilities and administrative reorganization for Arctic College will be ongoing during the development plan.

The Arctic College Act, passed in the Assembly's October session, establishes a statutory base for the college, allowing it to function more independently of government.

A Board of Governors, comprised of regional representatives, college staff, and a student representative, will have control over the college's budget allocation, a financial arrangement giving greater flexibility.

Emphasis on the decentralization of Arctic College will be accompanied by equal, if not increased, emphasis upon uniform standards, to ensure that a high and consistent quality of college education is maintained.

Iqaluit Campus

Enrolments at the Iqaluit Campus for 1986 are up significantly. Approximately 70 full-time students enrolled in campus courses while over 200 people were enrolled in more than 25 extension courses.

A second diploma program was introduced to the campus in September, when a two year Administrative Studies program began with 18 full-time and part-time students.

In addition to the campus-based offerings, preparations began for the delivery of courses from the Administrative Studies program to a number of Eastern Arctic communities.

During the next year the focus will continue on program development. Two diploma programs, Human Development and Environmental Techonology, should be in place in 1987. Extension courses will also be given a high priority, while current extension courses are being reviewed and improved.

Photo by: Wally Firth, Arctic Red River.

The graduating students of the English as a Second Language course in Arctic Red River offered through the Thebacha Campus Extensions Division. Left to right: Caroline Andre, Tony Andre, Thomas Kendo, Joyce Natsie, Kathryn Brule (instructor), Doreen Andre. Missing from photo: Bob Norman, Mary Natsie, Nellie Andre.

To accommodate program expansion, temporary space was renovated in the Federal Building in Iqaluit. A capital plan for putting all college facilities in a single location is being designed to meet the requirements of both the Iqaluit Campus and the Baffin Divisional Board's Adult Education Centre. Construction is expected to begin this year.

Thebacha Campus

Student enrolment at the Thebacha Campus largely reflects the economic situation in the Western Arctic. The limited number of jobs in the oil industry has led to a decreased interest in some of the trades courses, while enrolment in the diploma programs have increased. The Public and Business Administration program experienced its highest enrolment ever this year with 27 full-time students and one part-time.

Thebacha's newly revised teacher education program accepted 17 first year students last September. The three year program trains students fluent in English and an Aboriginal Language. The Centres for Teaching and Learning in Fort Franklin and Fort Simpson will be used as regional program centres to deliver courses and provide practical teaching experience in a bilingual situation.

Two new courses, a 10 month Introductory Mechanics course and a 10 month Carpentry course, began last September. The Community Recreation Leader's Program, which began earlier in April 1986, is temporarily located in Fort Smith and is scheduled to be transferred to Inuvik in 1987.

During the next year the trades programs will be revitalized. The pre-employment electronics course is already being revised to offer more extensive training, partially to prepare students for employment with the North Warning System.

The trades complex expansion was completed in November and will be ready for occupancy by January 1987. For the first time the classroom space, technical shops, electrical labs, administration offices and a student lounge will all be under one roof. It is one of several major building projects included in the Thebacha Campus master plan. The new married student residence, housing 18 two-bedroom and 10 one bedroom apartments, is another of the major projects completed.

Appendices

School Enrolment 1986/87

Superintendency	K-3	4-6	7-9	10-12	COP	SPP	Total
Fort Smith	1338	810	650	284	31	0	3113
Inuvik	799	507	399	164	11	24	1904
Baffin	1306	867	500	239	71	14	2997
Keewatin	739	463	216	58	32	0	1508
Kitikmeot	670	247	67	0	45	0	1029
School District #1	602	392	354	0	0	0	1348
School District #2	326	202	186	98	0	0	812
School District #4	0	0	0	582	0	0	585
	5780	3488	2372	1425	190	38	13296

COP = Community Occupational Program
SPP = Senior Practical Program

High School Graduates 1986

School	Community	Total Grade 12	Gen.	Adv.	Exc.	Total	%
Samuel Hearne	Inuvik	39	21	6	0	27	70
G.R.E.C.	Frobisher Bay	29	21	0	0	21	72
Sir John	Yellowknife	172	67	23	1	91	53
St. Patrick's	Yellowknife	22	4	14	1	19	86
Diamond Jenness	Hay River	34	14	4	2	20	58.8
P.W.Kaeser	Fort Smith	27	15	7	0	22	81
Matonabbee	Pine Point	26	8	3	0	11	42
Total		349	150	57	4	211	60

* Final figures awaiting validation.

Postsecondary Student Financial Assistance

	1984/85	1985/86	1986/87
Basic Grants	24 Students	15 Students	6 Students
Basic & Supplementary Grants	117 Students	92 Students	188 Students
Basic Grants & Loans	207 Students	205 Students	242 Students
Loans	210 Students	221 Students	272 Students
Correspondence			2 Students
Total	558 Students	533 Students	710 Students

Apprenticeships

Trade	Number of Apprentices 1984	1985	1986
Aircraft Maintenance Engineer (1986)	00	00	01
Appliance Serviceman	02	02	01
Autobody Mechanic	02	04	03
Baker	00	01	01
Barber	00	01	00
Beautician	02	04	04
Cabinetmaker	02	02	01
Carpenter	37	65	57
Communications Electrician (1985)	00	02	07
Cook	07	10	08
Electrician	45	65	40
Electronic Technician	00	02	01
Floorcovering Mechanic	02	03	03
Gasfitter	01	01	01
Glassworker	02	02	01
Heavy Duty Mechanic	58	65	43
Heavy Equipment Operator	00	00	00
Housing Maintainer	22	35	97
Industrial Warehousing	15	15	07
Instrument Mechanic	05	07	01
Machinist	02	05	01
Marine Engineer	01	02	00
Millwright	14	20	09
Motor Vehicle Mechanic	21	30	21
Oil Burner Mechanic	01	01	02
Painter and Decorator	08	12	07
Partsman	05	05	13
Plumber	27	35	23
Power Engineer (2nd, 3rd, 4th)	13	15	03
Power Lineman	03	05	01
Printing and Graphic Arts Craftsman (1985)	00	05	00
Refrigeration Mechanic	02	02	02
Sheet Metal Mechanic	01	02	01
Small Equipment Mechanic (1984)	02	05	07
Steamfitter/Pipefitter	01	05	03
Welder	14	25	13
Total	317	460	383

Participation in Post Secondary Programs by Ethnic Status

	University		Technical		Total	
	85/86	86/87	85/86	86/87	85/86	86/87
Non-Native Students	285	331	215	190	500	521
Native Students	30	42	25	92	55	134
Graduating Native Students	10	6	25	49	35	55
Total Students	325	379	265	331	590	710

Arctic College Thebacha Campus Program Enrolment

	1984/85		1985/86		1986/87	
	Students	Courses	Students	Courses	Students	Courses
Trades	309	41	276	38	247	31
Applied Studies	70	6	65	6	62	6
Diploma	108	4	89	4	114	5
Other	96	12	78	7	12	2
Total	583	63	508	55	435	44

Arctic College Iqaluit Campus Program Enrolment

	1985/86		1986/87	
	Students	Courses	Students	Courses
Trades	49	7	70	9
Applied Studies	39	4	42	4
Diploma	51	2	54	3
Other	20	1		
Total	159	14	166	16

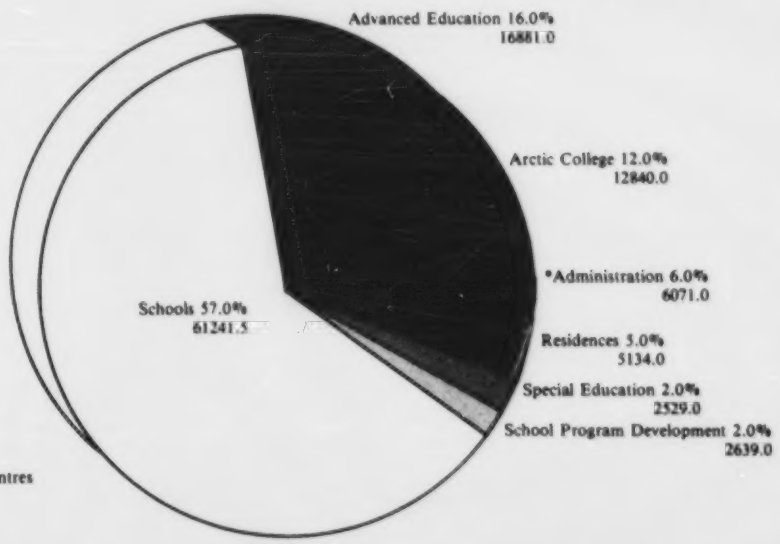
Note: Iqaluit's Diploma enrolment 1985/86 includes 12 part-time Business students, 1986/87 includes 11 part-time Business students. Each year the Eastern Arctic Teacher Education Program had 61 students enrolled in field-based programs which are *not* included in the above statistics.

Arctic College, Extension Courses in Communities

	Iqaluit Campus			Thebacha Campus		
Course	Number of Courses	Number of Communities	Students	Number of Courses	Number of Communities	Students
Trades Related	10	8	67	8	8	69
Academic	5	5	40	12	11	95
Secretarial	4	4	32	13	12	101
Teacher Education	1	1	20			
Guide Training	4	4	51	2	2	22
Business Management	1	1	18			
Driver Training				3	3	24
Miscellaneous				1	1	8

1986-87 Revised Budget By Activity

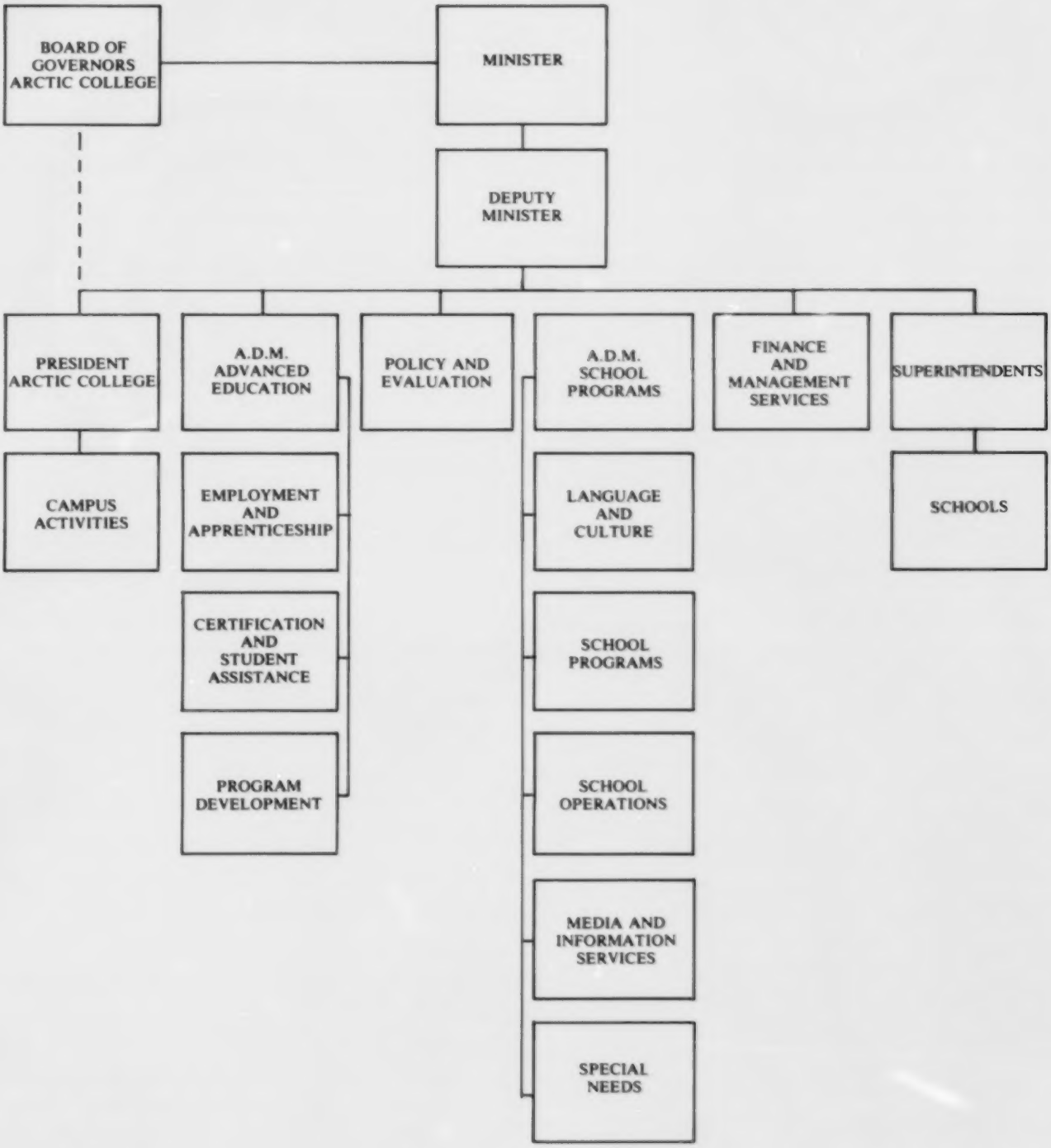
Department: Education ($000s)



Total Budget — $107,335.5

*Note: Includes Resource and Language Centres

Department of Education



Local Education Authorities

School District No.	Local Education Authority	Schools
1	Yellowknife (Board of Education)	Mildred Hall Elementary School J.H. Sissons Elementary School Wm. McDonald Junior High School
2	Yellowknife (Board of Education)	St. Patrick's Elementary School St. Patrick's High School St. Joseph's School
3	Rae-Edzo (Education Society)	Chief Jimmy Bruneau School Snare Lake School
4	Yellowknife (Education Society)	Sir John Franklin Territorial High School
10	Fort Smith (Education Society)	Joseph Burr Tyrell Elementary School P.W. Kaeser High School
12	Fort Providence	Elizabeth Ward School
13	Fort Resolution (Education Society)	Deninoo School
14	Hay River (Education Society)	Princess Alexandra Primary School Camsell-St. Paul's Elementary School Diamond Jenness High School
17	Pine Point (Education Society)	Galena Heights Primary School Matonabbee School
18	Fort Liard	Acho-Dene School
19	Fort Simpson	Thomas Simpson School
20	Trout Lake	Trout Lake Territorial School
21	Jean Marie River	Jean Marie Territorial School
22	Nahanni Butte	Charles Yohin School
23	Tungsten (Education Society)	Tungsten Territorial School
24	Fort Wrigley	Chief Julian Yendo School
25	Lac La Martre	MEZI Community School
26	Rae Lakes	Rae Lakes Territorial School
27	Snowdrift	Kutsel Ke' Dene School
29	Detah Village	Kaw Tay Whee School
30	Cambridge Bay	Ilihakvik
31	Coppermine (Education Society)	Kugluktuk
32	Gjoa Haven (Education Society)	Kerkertak Ilahakvik
33	Holman Island	Ulukhaktok Elihavik
34	Pelly Bay (Education Society)	Kugaarjuq School
35	Spence Bay (Education Society)	Keeveok School
36	Hay River	Chief Sunrise Education Centre
40	Aklavik	Moose Kerr School
41	Arctic Red River	Chief Paul Niditchie School
42	Fort Franklin	Chief Jimmy Soldat School
43	Fort Good Hope	Chief Tselihye School
44	Fort McPherson	Chief Julius School
45	Fort Norman	Chief Albert Wright School
46	Inuvik (Education Society)	Sir Alexander Mackenzie Elementary School Samuel Hearne Secondary School
48	Norman Wells	Norman Wells Territorial School
49	Paulatuk	Paulatuk Territorial School
50	Sachs Harbour	Sachs Harbour Territorial School
51	Tuktoyaktuk	Mangilaluk School
60	*Arctic Bay	Inuujaq School
61	*Broughton Island	Qiqitarjuaq School
62	*Cape Dorset	Pitseolak School
63	*Clyde River	Kuluak School
64	*Frobisher Bay Apex	Nanook Elementary School
65	*Frobisher Bay-Iqaluit	Nakasuk Elementary School Gordon Robertson Education Centre

67	*Hall Beach	Atanaarjuat School
68	*Igloolik	Attagutaluk School
69	*Grise Fiord	Umimmak School
70	*Lake Harbour	Aqiggiq School
71	*Pangnirtung	Attagoyuk School
72	*Pond Inlet	Takijualuk School
74	*Resolute Bay	Qarmartalik School
75	*Nanisivik	Nanisivik School
80	Baker Lake (Education Society)	Ilitsijaqturvik School
81	*Sanikiluaq	Nuiyak School
82	Chesterfield Inlet	Victor Sammurtok School
83	Coral Harbour (Education Society)	Atausiuna Suarniq School
84	Eskimo Point (Education Society)	Kreterklerk School
85	Rankin Inlet (Education Society)	Maani Ulujuk School
86	Repulse Bay (Education Society)	Tusarvik School
87	Whale Cove	Inullak School

***Note:** Baffin Local Education Authorities* are called Community Education Councils. Collectively these councils make up the membership of one Divisional Board of Education.*

All other Local Education Authorities are at the Education Committee level with the exception of those Boards and Societies shown in brackets.